

THE CITY IS THE CAMPUS

---

Planning THE GEORGE BROWN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

City of Toronto:

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August, 1969

[Also see Revised version  
re: pp 38-42]

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## SCOPE AND PURPOSE OF REPORT

This College's Research Report of February, 1969 recorded the Community to be served and the Educational Aims of the College.

This document is a continuation of the on-going planning operation for the development of the College. It provides the framework or guidelines for the overall growth and development of the College's education objectives. It is a tool or Master Plan for the resolution of fundamental decisions respecting the development of the College.

As such, this Report briefly records the community to be served, present College facilities and projected enrolment to 1980.

It then proceeds to examine in detail the special problems, opportunities and challenges inherent in developing a College within an existing densely built-up City. It rejects the traditional approach of a highly centralized campus in favour of a more subtle blending of the College into the fabric of the City. Locational patterns are discussed in detail together with techniques of implementation and staging of development. The Report concludes with a description of the Funding techniques adopted by the College respecting the physical development of its projected facilities.

THE GEORGE BROWN COLLEGE AND ITS COMMUNITYThe Community to be Served

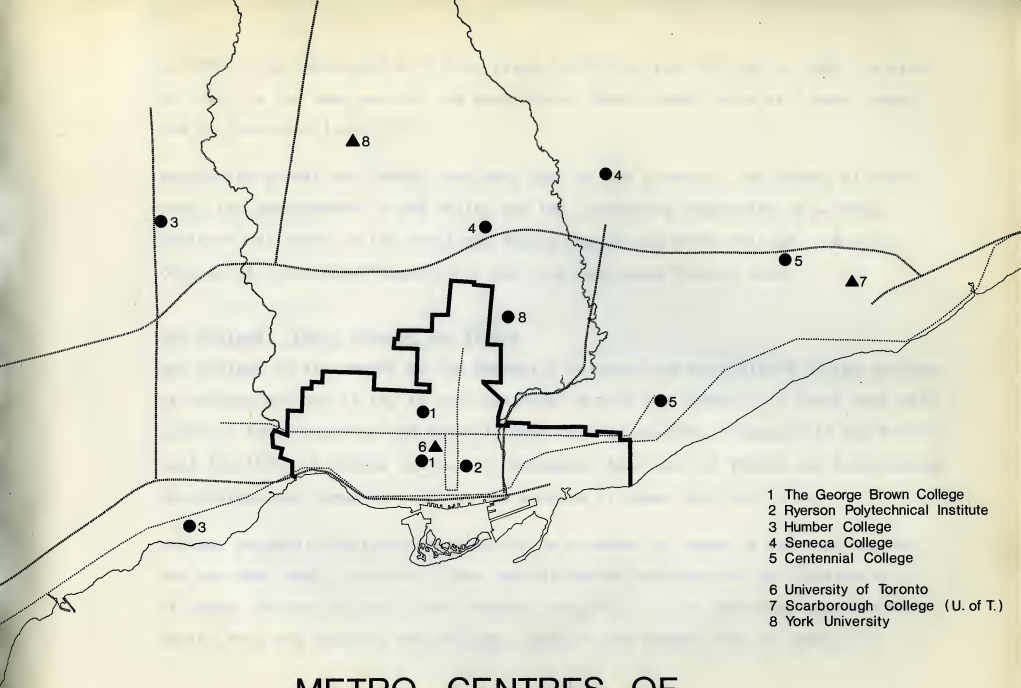
The George Brown College is one of 19 Colleges of Applied Arts and Technology established by the Province of Ontario. It is designed to serve the continuing higher educational needs of the people who live in the City of Toronto.

In 1966, the City's population stood at 697,000. Although total population has remained fairly constant over the last twenty years, the composition and characteristics of that population change continuously. One fact in this change is an influx of immigrants, 50 - 80,000 in a typical year, the majority of whom find their first Canadian home in the City of Toronto. The people of the City, particularly in comparison with the suburbs, are a cosmopolitan mixture of many cultures, languages and attitudes. Only 52% of Torontonians are in fact of British origin.

Projections to 1980 indicate a City population increase of some 6 per cent. For the whole of Metro Toronto, a 31 per cent increase is anticipated up to 1980, bringing the total population to 2,460,000.

Continued immigration, and major apartment developments primarily for younger age groups will continue to bring changes in the future composition of the City's population.

METRO CENTRES OF  
CONTINUING EDUCATION



## METRO CENTRES OF CONTINUING EDUCATION



By 1980, City employment will have risen to 520,000 from 440,000 in 1966 - a rise of 13%. In the same period, the total Metro Toronto work force will have risen 28% to just over 1,000,000.

Population growth and change give only part of the picture. The growth of knowledge, the development of new skills and the increasing complexity of an urban society- all point to the challenge facing The George Brown College, and other Centres of Continuing Education in the City and Metro Toronto area.

#### The College: Past, Present and Future

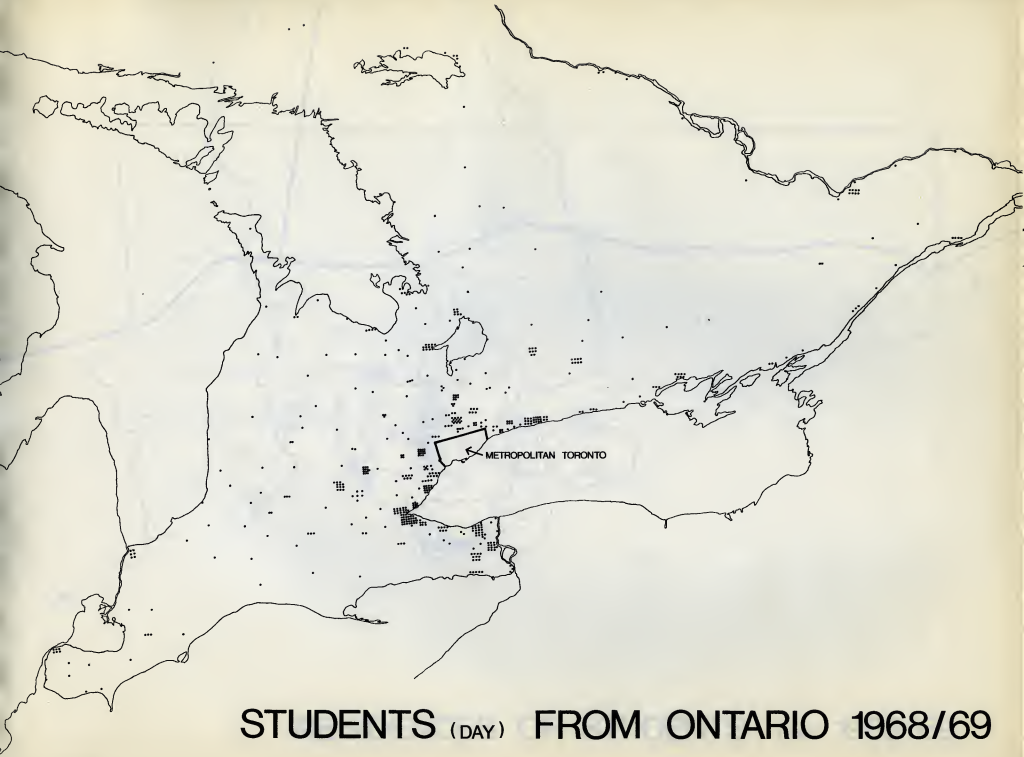
The College is the newest of the Community Colleges now established in the Province of Ontario and yet it is, in many respects, one of the oldest. It looks back with pride to the pioneering and establishment of many Courses, developed in the Provincial Institute of Trades and in the Provincial Institute of Trades and Occupations. The College was formed in 1967 by the merging of these two Institutes.

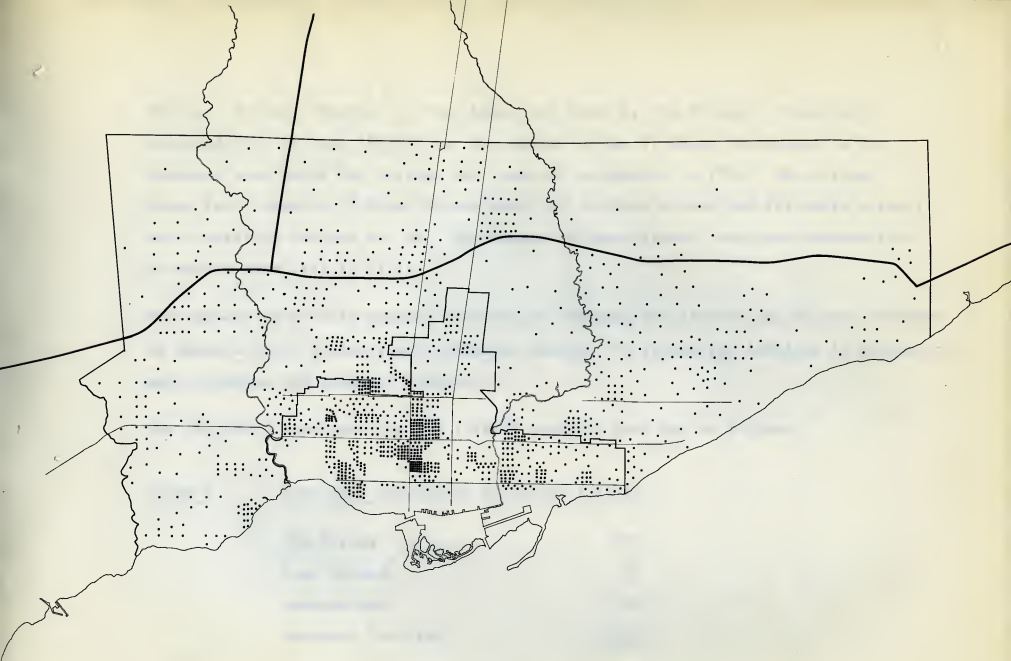
College physical facilities are located in a number of areas of the City and are, for the most part, temporary. The administrative headquarters are located at 21 Nassau Street, together with academic facilities - all totalling some 200,000 square feet and owned by the College. Some 95,000 square feet is located at



STUDENTS FROM ONTARIO 1969/70

THE GEORGE BROWN COLLEGE LOCATIONS: 1969





RESIDENCES OF STUDENTS (DAY) 1968/69

The College continues to review its educational role, both in relation to other Colleges in the Metro area and with respect to likely City-wide demands for Courses - both vocational and avocational. The following table indicates anticipated Enrolments to 1980 by College Divisions:

<u>TABLE II: FULL-TIME EQUIVALENT ENROLMENT 1968-80 BY COLLEGE DIVISIONS</u>							
Commencing in Fall of:	<u>1968</u>	<u>1970</u>	<u>1972</u>	<u>1974</u>	<u>1976</u>	<u>1978</u>	<u>1980</u>
Applied Arts	177	238	315	403	509	631	780
Building Technology	646	802	985	1,167	1,366	1,567	1,787
Business and Commerce	898	1,078	1,175	1,270	1,330	1,390	1,454
Electrical/Electronic Technology	448	652	899	1,167	1,481	1,837	2,265
Engineering Technology	406	521	697	911	1,166	1,449	1,799
Food Technology	147	268	391	499	607	718	840
Graphic Arts	-	80	140	180	200	200	200
Marine Technology	152	183	216	248	282	315	353
Adult Training General English as a Second Language	813	813	813	813	813	813	813
	2,791	2,896	3,152	3,304	3,400	3,400	3,400
New Courses not yet identified by Division	-	240	286	342	399	478	441
<u>Totals</u>	<u>6,478</u>	<u>7,771</u>	<u>9,069</u>	<u>10,304</u>	<u>11,553</u>	<u>12,798</u>	<u>14,132</u>
Annual Growth %		9	8	7	6	6	6

## THE COLLEGE IN THE CITY

### The Traditional Campus

The 1950's and 1960's have witnessed a major expansion of Centres of Continuing Education across the face of the North American continent.

Universities, Colleges of Applied Arts and Technology, Institutes and Research Parks have been, and continue to be, planned on a regional scale. In almost all instances they have developed in the traditional historic form of the "Campus". Disciplines, Departments, Faculties and Schools are grouped together to provide a centralized educational complex so that the complete academic community is all within a convenient walking distance of all facilities.

Older Centres of Continuing Education, particularly those established during the latter part of the last century, were established on the periphery of their urban area as it existed at that time. They have since been engulfed in the outward expansion of the City.

Today, the new College or University is invariably located in suburban or ex-urban areas, where land is relatively cheap and can be readily assembled in large parcels to provide a centralized campus of 100 acres or more.

As Community Colleges within Ontario are designed to serve specific regions, which may extend over many thousands of square miles and incorporate a number of urban communities, their locations have been chosen to afford maximum regional accessibility.

The George Brown College is therefore unique in that it is designed to serve primarily the needs of the inner core of the burgeoning Metropolitan Toronto complex, i.e. the City of Toronto. The scale of the problems of planning a College in the centre of Canada's largest metropolis is therefore quite different from that of developing a College on raw land in a low density or outlying regional setting.

The historic urban College developed its Campus form over a considerable period of years. By present standards, its enrolment was small. As the process of change and growth was gradual it was able, with varying degrees of success, to assimilate and blend with the fabric of its City. Progressively, it became a scholastic retreat away from the hurly burly of urban activity. Then came the expansion boom of the 1950's and 1960's. The small viable Campus of some 3,000 students became the greatly enlarged highly centralized educational complex for 15,000 - 20,000 students. In the process of expansion, conflicts rather than compatibility, arose between the Campus and the City. Expansion disrupted residential neighbourhoods, more and more properties were written off the Tax Rolls,



traffic problems were compounded as the Campus grew to superblock proportions. No matter how well-designed, or how good the intentions, the Campus often became a physical and visual barrier between itself and the Community. The Campus appeared as an "island" in the City and with a less than desirable interaction between itself and its community.

Certain administrative and convenience benefits of centralization were thus increasingly outweighed by city/campus conflicts, by a development of insular characteristics and by the individual student feeling lost in a sea of numbers. As enrolment grew beyond expectations, the centralized campus found expansion increasingly difficult and exorbitantly expensive.

This increasing centralization of Higher Education facilities was taking place at a time when most other urban functions and activities were undergoing varying degrees of decentralization.

For THE GEORGE BROWN COLLEGE to develop a centralized traditional campus, even at a higher density, within the built-up City of Toronto would be costly, damaging to the City fabric and inflexible. And there is at least a strong degree of suspicion that it would not be a healthy solution. At a time when educational attitudes and processes are all undergoing rapid change, the implications



of the development of E.T.V. and E.V.R. and an increasing awareness that "education has no walls", the College would be foolhardy if it were to develop along traditional, educational and physical planning concepts. Stress will therefore be laid on the ability to adapt to ever-changing circumstances - to be prepared to innovate, wherever necessary, in the search for a meaningful and viable development of the College within the City of Toronto.

#### The City is the Campus

The inner City of Metropolitan Toronto is a fabric of interwoven and complex social, cultural, working and living organisms. It is a blend of the old and the new. It is multi-ethnic and multi-lingual. It has diversity and vitality - both day and night. It operates as a complex series of "meeting places" for its people and urban activities they support. "The City is the people."

The City is continually undergoing change and adaptation to accord with the needs of its inhabitants. Some, but not all, of these changes are beneficial to the community. If The George Brown College is to fulfill its true community role, it must be careful to add a great deal to the City and subtract very little.

The rapid injection of a new traditional type Campus into the densely built-up urban area could disrupt and alienate parts of the City and its day-to-day operations.

The College should be a positive force in the improvement of its City, not only through education, but by a new approach to the provision of College facilities. If the College attempts to hide behind four walls, it will never thrive. It will be stillborn. In a meaningful way, the College has to find answers to a variety of unusual educational, physical and social needs. It cannot do this if it disrupts or destroys living areas of the City, misuses valuable urban space or becomes an educational ghetto in the centre of the City. There is no point in creating a College that is alien to the environment of the people it is designed to serve.

The College must therefore infiltrate, in a subtle and human way, the complex fabric of its City.

By being in direct and constant contact with the City, both will thrive. College involvement in the City's day-to-day happenings will enable the College to attune to the needs of its community and for it to assist in ameliorating urban problems. By exposing itself to the mainstream of urban life and by making its operations available to the many, rather than the few, the College will gain increasing public support and strength. And, in turn, the City will be enriched by the direct involvement of the College in the social, educational and cultural pursuits of its inhabitants.

A close interaction between the College and the City implies no separation between

knowledge and action; that what is studied and how it is studied will have meaningful relationships to what goes on in the City.

Thus, the City becomes the Campus and the site of the College, and the College uses the City as its living laboratory and workshop.

The College reaches out to the City and progressively locates itself in varied areas of the City to achieve maximum community-wide interaction. The whole educational process becomes more meaningful and human in scale. And there is no longer any serious need to artificially simulate within the classroom real life situations since the College locations within the fabric of the City, and the televised, transistorised world of today will have seen to that!

#### The College as a Network of Educational Opportunities

This outward looking philosophy whereby the College weaves itself into the fabric of the City indicates that the College will provide, in stages, a network of educational opportunities and facilities across the face of the City.

The normal centralized campus master planning operations attempt to organize a hierarchy of relationships between Divisions, Departments and Faculties and to relate facilities to each other according to their respective needs.

With the City as the Campus, a completely different organizational structure comes into being.

As the College strives to enter the mainstream of urban life and activities, it progressively opens its doors in a number of locations in the City - each large enough in enrolment to be viable, but small enough to be human in scale and to mesh in with its surroundings.

To maintain optimum efficiency, and reduce unnecessary duplication of sophisticated and expensive equipment and facilities, those specialized Courses that draw on the total population should locate in highly accessible areas, i.e. in close proximity to rapid transit routes. Courses common to the needs of large segments of the population, and requiring more general type facilities, should decentralize to more local districts of the City.

In the process of relating the College to the real life situation of the City, a reshuffling of traditional Divisional and Course relationships becomes possible and desirable. The whole College organizational structure becomes more flexible in response to the changing City fabric and educational processes and concepts.

A knowledge of the City's operations and urban functional groupings helps to determine locational patterns for the College and the mix of Courses appropriate for any

specific location. The College spatial network of facilities does not establish itself by separate and distinct Divisions or Departments, for the City is a mosaic of urban functions. Courses locate in direct proximity to those functional areas of the City which concentrate on related day-to-day activities. The traditional Divisional grouping is therefore replaced by a cross-pollenization of Courses, in any one area, thus making possible freer locational grouping of Courses in direct relationship to what goes on around them in the City.

A city-wide network of educational facilities permits a high degree of flexibility. As a total entity, and by individual locations, the College can respond and adjust to unforeseen enrolment pressures and space needs, to changes in educational content and philosophy, and the gradual adjustment and renewal of the City itself. It also opens up the possibility of using a variety of techniques and ways of providing educational facilities in relation to changing capital and operating cash flows. At a time when educational attitudes, technology, and society at large, are all undergoing rapid change, the loosely knit City Campus is a safeguard against rigidity in attitudes and physical facilities. It is geared for change and the unforeseen of today's world and that of tomorrow.

Locational Patterns: General

The George Brown College is two years old. During that time, it has moved fast to fill in educational vacuums where its help is needed. As time goes by, it will need to enlarge the sphere of its educational content and enrolment to respond to the evolving educational needs of its City. In the process, significant changes will be necessary with respect to location patterns, floor space requirements and capital and operating financing.

The City of Toronto is the hub of the ever growing Metropolitan Toronto complex. Its industry is highly diversified but the City's economy rests upon its strategic role as a regional centre for administration, business, government, marketing and decision-making.

Between now and 1976, the College sees a need to locate in four distinct areas of the City:

1. The Downtown area stands out clearly as the visual and symbolic heart of the City and the Metropolis. In this location are to be found the prime functions of business and commerce, retail, marketing, communications, advertising and the graphic arts - indeed a whole range of activities - of people servicing people. It is in this prominent and complex heart of the City that The George Brown College will show its face in a tangible and permanent way. As part of

the Metro Centre development, it will mount a varied educational content in direct relation to the needs and urban activities of its surroundings. Downtown will be its local Campus and the College a part of downtown. Thus, the original temporary presence of the College in the downtown area will become permanent as the College moves out of the T. Eaton warehouse complex in 1972 and transfers a number of its activities to a permanent home in the Metro Centre project.

2. Simultaneously with its downtown relocation, the College will enlarge its present facilities adjacent to the Casa Loma area. This location, midway across the face of the City, will provide a home base for Building and Engineering Technology whose students come from all areas of the City.
3. As facilities come into operation in Downtown, and adjacent to Casa Loma, the existing Nassau Street location will undergo significant adjustments. With no attempt to enlarge present facilities, Nassau Street will see the progressive relocation of city-wide Courses and a consolidation of educational content in close relation to the needs of its immediate surroundings. The College will strive to work in close co-operation with the needs of the Kensington Renewal Area and become a meaningful force in community renewal and activities.



4. Toronto is not an inland City. It is situated on the northern shores of Lake Ontario and is a major inland Port as part of the St. Lawrence Seaway System. In recognition of this fact, the College already provides Courses in Marine Technology and related subjects. As major Waterfront Renewal programs get underway, the College will move, by 1976, into the hub of the projected Harbour City development.

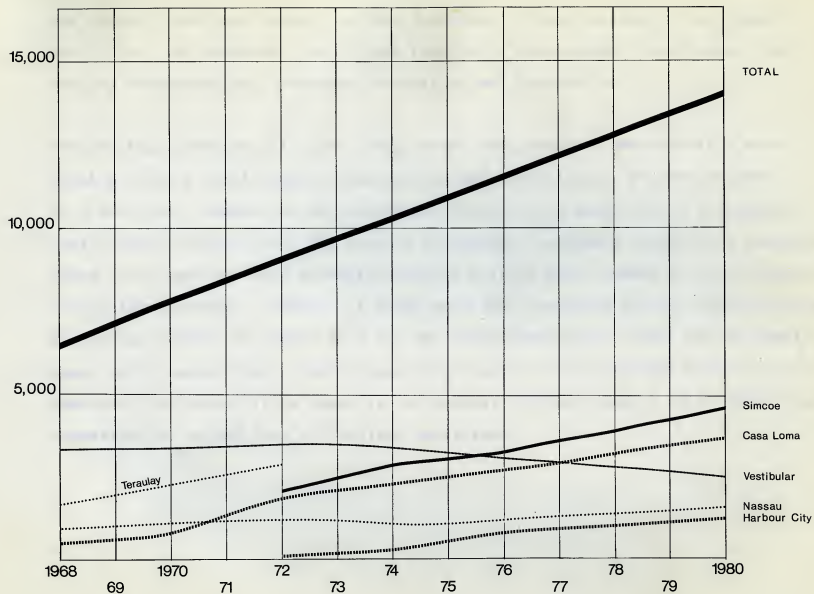
Situated in these distinctive areas of the City - downtown, in the geographic centre of the City, within the Harbour waterfront and within an urban renewal area - the College will, by these locations, have begun to assimilate itself within the City. Between today and 1976, it will have contributed to meaningful city renewal. In the process, it will learn by its successes - and by some of its failures.

Leases on the College's Vestibular facilities will all have expired by 1974, i.e. 33 Bloor Street - in 1971, 507 College Street - in 1973, and 323 Keele Street - in 1974. Courses will be relocated in the four permanent College locations together with the opening of Vestibular facilities in the Beaches area of the City. In the late 1970's, the College will wish to explore the development of a second permanent Vestibular facility over and above the planned extension of the Highway 400 Expressway through the western part of the City.





LOCATIONS TO 1976  
THE GEORGE BROWN COLLEGE



ENROLMENT PROJECTIONS TO 1980 (DAY)

The general locational pattern so far described, relates primarily to academic facilities. In addition, the College requires a non-academic organization respecting administration, guidance counselling and information.

Each College location will have a degree of local autonomy and operation respecting library facilities, administration and counselling. But the College as a whole will require an administrative control unit dealing with information, registration, counselling, the keeping of records, budgetary control and purchasing. There is no need for such an administrative unit to place itself in any one particular College location. Indeed, it would be highly desirable for it to be on its own. As the space needs of such a unit are not anticipated to be large (of the order of some 70,000 square feet), the College will locate its centralized administrative component in rented office space in the general mid-town area so as to afford maximum accessibility to and from all College facilities.

The College in Downtown (Simcoe)

3. Residential Area with some 9,300 dwelling units.
4. A major Communications Area.

It is the Communications Area that is of special interest to The George Brown College. From south of Front Street to Wellington Street and between Simcoe and John Streets the area is proposed as the English-language network headquarters for the C.B.C., complete with a 1,575 foot transmission tower. The block immediately north of this area, i.e. from Wellington to King Street, comprises some 9.4 acres, is now in use by C.P. Railroad for freight and piggy-back operations. This latter block is to be redeveloped with studios and office facilities for private broadcasting networks, individual radio and T.V. stations, film production companies, advertising and public relations firms and other communications agencies. It is within this latter block that the College will locate its downtown facilities.

To the immediate east is the downtown business and financial district, to the south will be the comprehensive communications complex, to the north and northwest a major grouping of the printing and publications industry. A location in this area, at the crossroads of a number of significant central area functions, will enable the College to provide a varied and viable mix of interrelated educational Courses in direct relation and proximity to the real life situation of its neighbouring environment. And since the College

will be but one short block from the King Street Station of the University subway, and thereby also connected to the projected regional Transportation Centre, it will be highly accessible from all parts of the City and the Region.

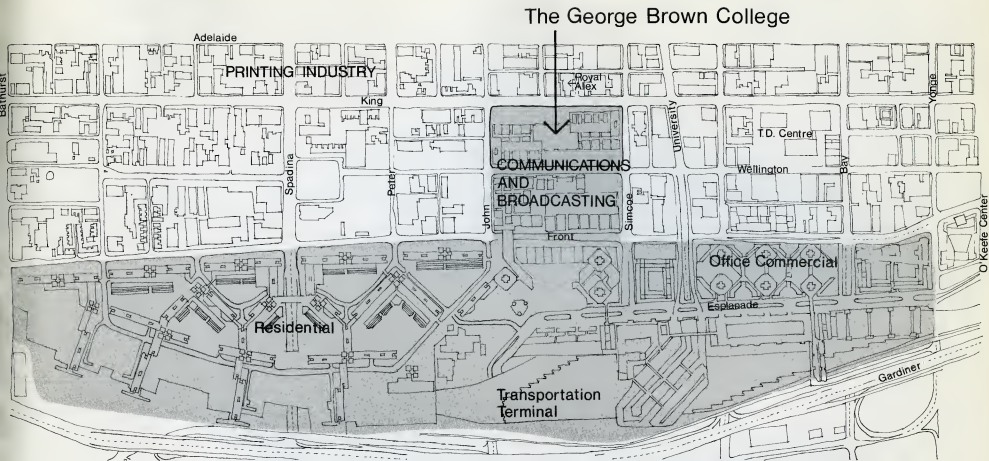
Projected enrolment and Divisional operations at this Simcoe location are as follows:

TABLE III: Full-Time Equivalent Enrolment at Simcoe Location - 1972-80

	<u>1968</u>	<u>1970</u>	<u>1972</u>	<u>1974</u>	<u>1976</u>	<u>1978</u>	<u>1980</u>
Business & Commerce	-	-	610	710	724	781	838
Electrical/Electronic Technology	-	-	630	908	1045	1319	1648
EngineeringTechnology (Instrumentation)	-	-	-	180	245	320	413
English as a Second Language	-	-	680	880	1080	1276	1473
Graphic Arts	-	-	140	180	200	200	200
Total	-	-	2060	2858	3294	3896	4572

Analysis of the floor space user requirements for the Courses allocated to this location indicate a ratio of some 100 gross square feet per full-time equivalent student. By September, 1972, the College will therefore be looking for some 200,000 gross square feet, rising to a total of some 460,000 square feet by 1980.

Discussions to date with Metro Centre Developments Ltd. indicate that the College will become an integral part of a comprehensive redevelopment of the Simcoe, King,



# THE GEORGE BROWN COLLEGE AT SIMCOE

( Downtown )

Metro Centre

The College in Midtown (Casa Loma)



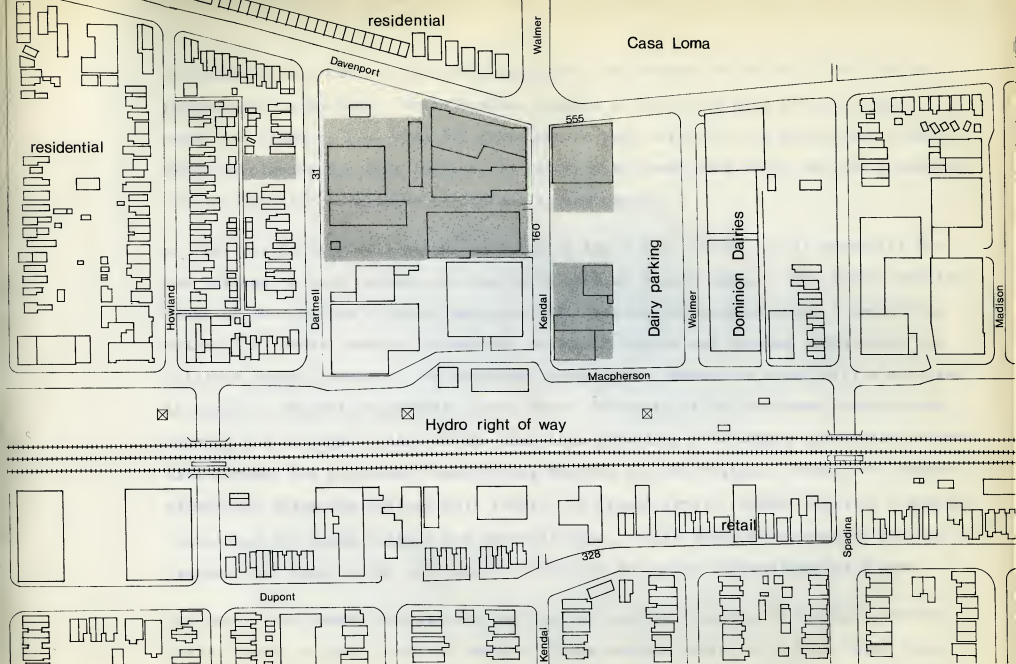
John, Wellington block, with the College negotiating a long-term lease of facilities to be developed by Metro Centre Developments Ltd. In financial terms, this will enable the College to exercise one of a number of options open to it - in this case the lease of facilities rather than the use of restricted educational capital funding for the purchase of high value land and construction.

#### THE COLLEGE IN MIDTOWN (Casa Loma)

Over the last two years the College has gradually been assembling land in the Dartnell Avenue area immediately south of Casa Loma and north of the C.P.R. crosstown right-of-way. North and west the predominant land use pattern is residential. The area the College has been acquiring is light industrial of a fairly low density. The resulting changing use of the site, from light industry to education, is therefore more compatible with surrounding residential properties.

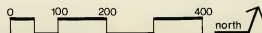
By early 1973, significant changes will have occurred in transportation facilities. By that time the Spadina Expressway will have reached southwards to Dupont Street. Combined with the Expressway will be the Spadina Rapid Transit route which will connect into the University subway at the St. George Station. A projected subway station is proposed at the junction of Spadina and Dupont Street.

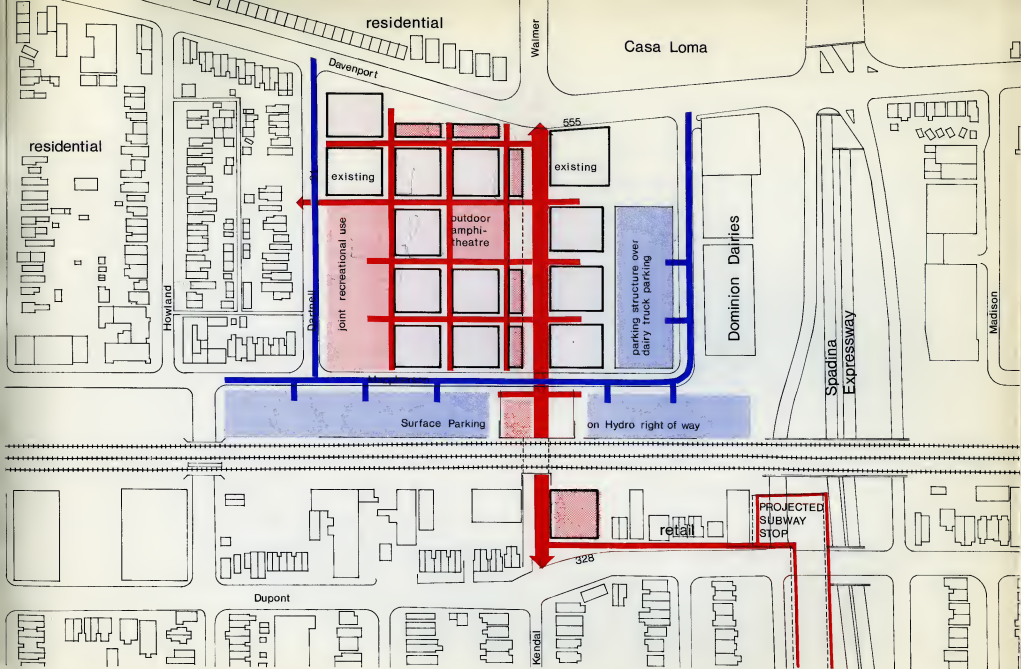
The Casa Loma location will thus become highly accessible by rapid transit from all areas of the City.



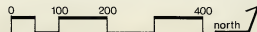
# THE GEORGE BROWN COLLEGE AT CASA LOMA

EXISTING LAND HOLDINGS



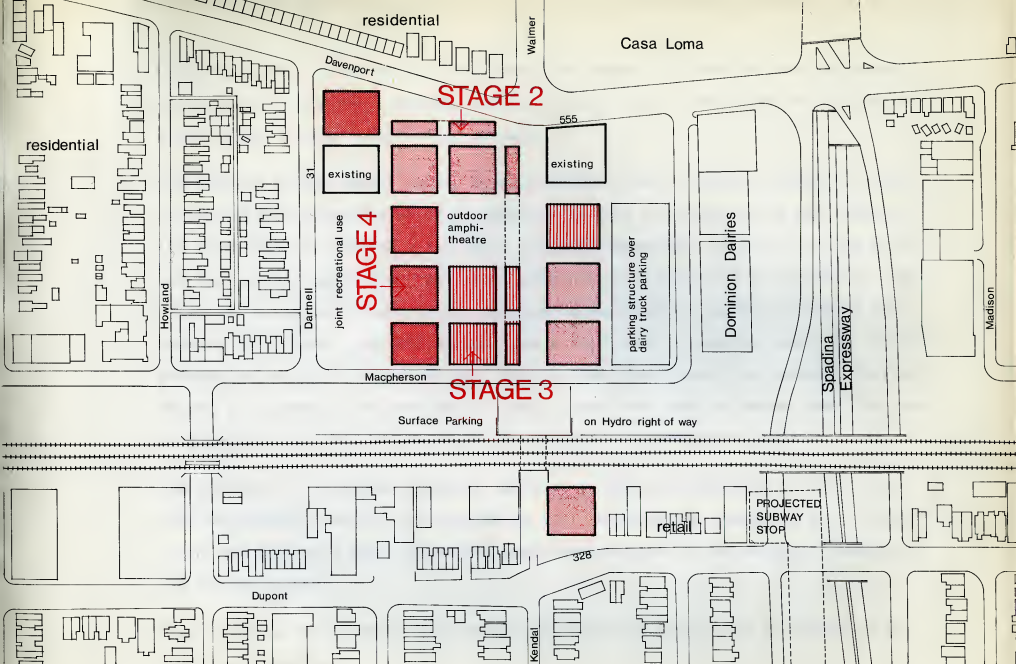


# THE GEORGE BROWN COLLEGE AT CASA LOMA



## PROJECTED MOVEMENT SYSTEM

- Pedestrian
- Vehicular
- Community and Student Activity Areas



# THE GEORGE BROWN COLLEGE AT CASA LOMA

STAGES OF DEVELOPMENT

based on a simple structural grid system and capable of construction, in stages, in relation to capital financing and for a unit cost in the region of \$18.00 per gross square foot at present day prices.

The opening of the Dupont Subway Station should ensure that most students arrive at the College by public transit, possibly as many as 85-90% as is the case with the University of Toronto. For those students whose only option is to use a car, and for certain members of the staff, parking facilities will be necessary. However, it is not the intent of the College to seek public capital financing for parking facilities. It will explore the possibility of leasing space for surface parking on the Hydro right-of-way. It will also negotiate with Dominion Dairies for an air rights lease over their lands on the west side of Walmer Road for use as a parking structure to be built by private entrepreneurial capital.

The question of a future Crosstown Expressway remains unresolved at this time. The development plan for the College in this location, as described and illustrated, in no way precludes such Expressway being constructed on the southern boundary of the College site.

The following data records Enrolment and Divisional operations allocated to the Casa Loma location:

The College at Kensington Market

TABLE IV: Full-Time Equivalent Enrolment at Casa Loma Location - 1968-80

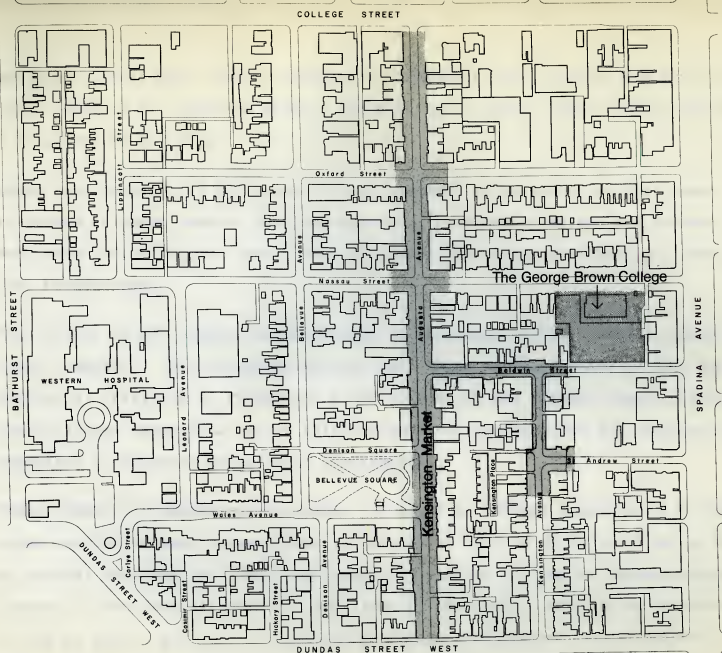
	<u>1968</u>	<u>1970</u>	<u>1972</u>	<u>1974</u>	<u>1976</u>	<u>1978</u>	<u>1980</u>
Building Technology	44	84	985	1167	1366	1567	1787
Engineering Technology	242	299	407	731	921	1129	1386
Electrical/Electronic Technology	-	-	238	259	281	304	329
Marine Technology	152	183	119	-	-	-	-
Applied Arts	64	167	136	165	183	215	250
Totals	502	733	1885	2322	2751	3215	3752

As the temporary Teraulay Street operation is phased out in 1972, the College will need to provide facilities at Casa Loma of the order of 230,000 gross square feet by September of 1972. Between then and 1980 a further 373,000 gross square feet will be necessary.

THE COLLEGE AT KENSINGTON MARKET (Nassau Street)

The area bounded by College, Spadina, Dundas and Bathurst is known as the Kensington Urban Renewal Area. In the normal renewal process, it is unique. A Renewal Committee is in active operation composed of equal representation from local residents and elected representatives. The emphasis is on stabilizing the area and joint local and public rehabilitation rather than redevelopment.





# THE GEORGE BROWN COLLEGE AT KENSINGTON MARKET (NASSAU ST.)



The area is best known for its active and colourful Street Market and ethnic character. Like the St. Lawrence Market, the Kensington Market draws its customers from a wide area of the City.

Since its inception in 1967, the College has been in operation in this area. It is housed in three compact abutting buildings fronting on Nassau and Baldwin Streets. With some 200,000 square feet, these buildings also house the College's administrative headquarters.

The College cannot expand its facilities in this area without serious damage to its local community. The buildings are not new, being occupied prior to 1967 by the Provincial Institute of Trades and prior to that by the Toronto Board of Education. The buildings themselves are of fairly monolithic construction and thus not readily adaptable to changing educational requirements.

Under normal circumstances, therefore, it might be thought appropriate to gradually phase out the College's operations in this area. But to do so would be to forego an unusual opportunity. That opportunity is for the College to become an active partner in the rehabilitation of the lives of the people in this and adjacent areas. It can be such a partner by providing an educational content and atmosphere directly related to the needs of the surrounding ethnic populace.

The College therefore intends to remain for the time being in the Kensington area. This particular location is an unusually sensitive one in terms of public relations simply because it is in a mixed residential commercial district. The role of the College in this location will be reviewed from time to time as indeed will be the role of the College at large.

As it is able to develop facilities in other City locations, the College will re-organize the use of its Nassau Street facilities but will undertake no further building or land expansion program. It will remove its administrative headquarters and those City-wide Courses more appropriate to other locations within the City. This will considerably reduce future enrolment and car parking pressures on the area. Courses to be removed relate to Electrical, Building and Engineering Technology. In their place provision will be made for enrolment growth in Food Technology, Adult Training and English as a Second Language programs, and for a variety of Social Courses in the Applied Arts field and Para/Medical Services. The vast majority of students for these Courses will come by streetcar, bus or be within walking distance. In addition to relating Educational Content to the needs of the surrounding populace, the College will also explore, without prejudice to future negotiations, the joint community use of certain of its facilities at Nassau Street.

The College on the Waterfront

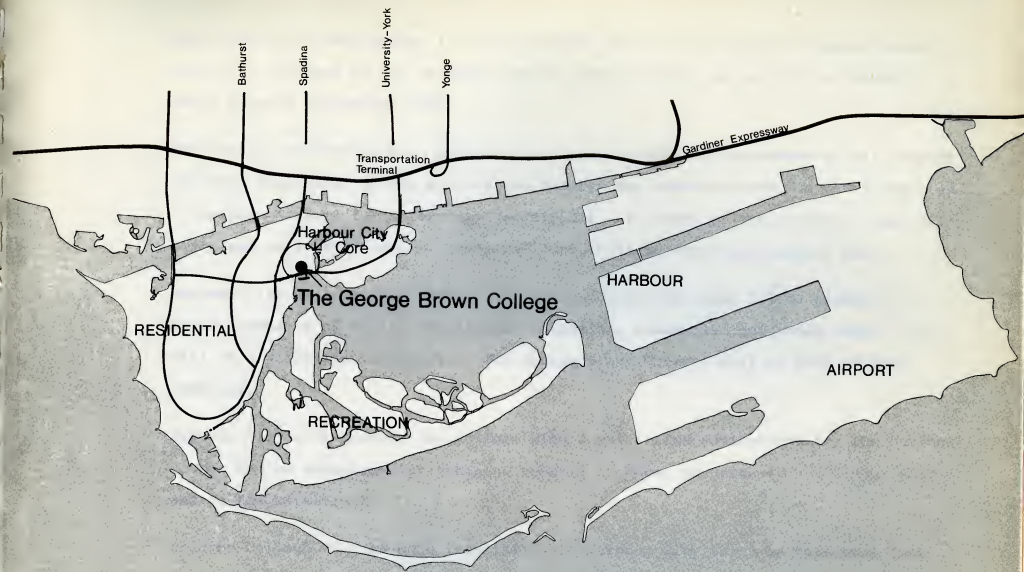
The following data records Enrolment and Divisional operations allocated to the Nassau Street location:

TABLE V: Full-Time Equivalent Enrolment at Nassau Street - 1968-80

	<u>1968</u>	<u>1970</u>	<u>1972</u>	<u>1974</u>	<u>1976</u>	<u>1978</u>	<u>1980</u>
Applied Arts	113	71	179	238	313	403	517
English as a Second Language	-	-	54	60	66	72	80
Adult Training, General	-	-	278	302	330	334	339
Food Technology	147	268	391	499	476	563	659
Building Technology	330	330	-	-	-	-	-
Electrical/Electronic Technology	209	238	31	-	-	-	-
Engineering Technology	148	206	290	-	-	-	-
Totals	947	1113	1223	1099	1185	1372	1595

THE COLLEGE ON THE WATERFRONT (Harbour City)

Since the 1890's, Toronto has turned its back on the Lake. Now measures are afoot to reverse the situation - to recognize that Toronto can be a City on a Waterfront. Metro Centre will start the process from one direction - by removal of the marshalling yards thus permitting the southward expansion of Downtown towards Lake Ontario.



# THE GEORGE BROWN COLLEGE ON THE WATERFRONT

Conceptual Plan for the Redevelopment  
of the Central Toronto Waterfront

The Toronto Harbour Commissioners

The other major development is the Conceptual Plan for the Central Toronto Waterfront, as proposed by the Toronto Harbour Commissioners, as part of the overall Metro Toronto Waterfront Plan.

The Central Waterfront Plan proposes the consolidation and expansion of all Harbour and Port facilities to the east of the Eastern Gap together with the development of a Downtown Airport for inter-city jet flights. In place of the present Island Airport, and on a large area of reclaimed land, will be developed Harbour City.

Harbour City will provide residential accommodation for some 70,000 persons, a major expansion of Marine facilities, education, commercial and hotel areas. It will be a waterfront community. The George Brown College will be part of that community.

Harbour City will provide the College with a waterfront environment for the Marine School and an anchorage for training vessels it hopes to purchase - a Campus afloat and on the waterfront.

But the College will be more than this. If Harbour City is to be more than just a living and recreational area - if it is to guard against becoming a waterfront dormitory - it requires a compliment of urban functions and activities. The George Brown College will provide one of these inputs - that of continuing education

in a variety of fields for those who will live in Harbour City or want to visit it.

Starting in 1972, Marine Students will move to limited facilities on the waterfront. By September, 1976, the College will be in full operation at the hub or crossroads of Harbour City.

The following data records Enrolment and Divisional Operations to be located in Harbour City:

TABLE VI:      Full-Time Equivalent Enrolment at Harbour City - 1972-80

	<u>1972</u>	<u>1974</u>	<u>1976</u>	<u>1978</u>	<u>1980</u>
Marine Technology	97	248	282	315	353
Hotel/Food Technology	-	-	131	155	181
Electrical/Electronic Technology	-	-	135	194	268
Business & Commerce	-	-	260	330	419
Applied Arts (Jewellery Arts)	-	-	33	33	33
Totals	97	248	841	1027	1254

The financial and physical arrangements whereby the College locates in Harbour City have still to be resolved in detail. At the present time, the intent is for the College to be part of an integrated multi-use development at the focal point of Harbour City and right on the waterfront of the Inner Bay.

Vestibular Locations



### VESTIBULAR LOCATIONS

The four permanent College locations, as described, align themselves on the north/south axis of the City. They are all highly accessible.

It has always been a College policy to reach out to its Community - to take the College to its people. Present Vestibular facilities offer Courses in Adult Training General, English as a Second Language, and Business and Commerce. As leases expire at 33 Bloor Street East, 507 College Street and 323 Keele Street, the College will adjust its Vestibular Locations to provide facilities in the east and west of the City.

The College has, to date, not shown its face east of the Don River. By 1974, it will do so by renting existing or new facilities in the Beaches area. A western City location will come into being in the late 1970's or early 1980's, possibly by the lease of air rights over the planned extension of the Highway 400 Expressway through the western part of the City.

# STAGING OF FACILITIES DEVELOPMENT

The College is presently housed in the following six locations:

1. Nassau Street (Kensington Market Renewal Area)	- 200,000 square feet		
2. Casa Loma area (Dartnell Avenue)	- 95,000	"	"
3. Teraulay Street (T.Eaton Warehouse)	- 280,000	"	"
4. 507 College Street	- 89,080	"	"
5. 323 Keele Street	- 33,810	"	"
6. 33 Bloor Street East	- 33,400	"	"

The Teraulay Street operation is temporary, the lease from the T. Eaton Co. runs out in 1972, with no possibility of extension. By September of 1972, the College will have to not only relocate its Teraulay Street accommodation but, in addition, provide greatly increased facilities consequent upon rising enrolment.

The College is therefore faced with making a series of planned movements to more permanent locations and facilities and a consolidation, readjustment and re-grouping of a variety of its educational Courses.

The Staging of the required Facilities Development is as follows:

<u>YEAR</u>	<u>CHANGE</u>	<u>REASON</u>
1971	Counselling Centre moves from 33 Bloor Street East together with Central Administration from Nassau Street - to leased office accommodation, possibly in the midtown area.	Expiry of lease (33 Bloor St. E.). To free instructional space for Adult Training Courses at Nassau Street that have to be transferred from Teraulay Street during 1972. These would be General Courses specifically Basic Training and Building Custodians.
1972	Opening of new facilities in Casa Loma area and Downtown <u>(Simcoe)</u> Courses conducted at Teraulay Street are transferred to other locations, i.e.: (a) Building Technology and Ironworkers (Engineering) to Casa Loma.	Termination of lease on Teraulay and Bay Street property.  (a) To establish one permanent location where Building Trades can group together.

YEARCHANGEREASON

1972  
(Cont'd)

- (b) Business and Commerce, Electronics, Graphic Arts, and English as a Second Language to Simcoe.

- (b) To place Business, Commercial and Graphic Arts students in the centre of the area of urban activity for which they are training.

To locate electronic students adjacent to the proposed CN/CP and C.B.C. communications centre. To establish strong headquarters for Language Training at the hub of the Metro transportation system.

- (c) Adult Training General to Nassau Street

- (c) To locate Course in relation to needs of immediate area and with moderate demands on floor space.

Marine navigation students commence to use limited facilities at Harbour City location.

To provide a Waterfront environment for Marine Courses.

YEARCHANGEREASON

1973

- (a) Building Technology Courses transferred from Nassau St. to Casa Loma.

- (b) Child Care Worker and similar Social Courses transferred from Casa Loma to Nassau St.

- (a) To free space at Nassau St. for expansion of the Food Technology Courses. To bring all Building Technology Courses together at Casa Loma.
- (b) To free space for Engineering Technology at Casa Loma. To relate Social Courses to the immediate Kensington and adjacent Urban Renewal Areas, and to bring those with a paramedic involvement closer to the teaching hospitals with which they now work. To provide for an expanding group of students who do not use parking extensively.

YEARCHANGEREASON

1974

- (a) Engineering Technology Courses at Nassau Street transferred to Casa Loma with the exception of Instrumentation Courses and facilities which are transferred to Simcoe (Downtown).

- (a) To provide space for further expansion of Food Technology and to reduce enrolment at Nassau Street.
- To bring Engineering Courses together in one location and in proximity to Building Technology.
- To place Instrumentation and Electronic Control Courses in the same location as Electronics Courses, i.e. Simcoe (Downtown).

- (b) Marine Engineering students commence to use facilities within Harbour City.

- (b) To provide a Waterfront environment for Marine Courses.

## FINANCIAL PLAN

At a time when everybody is concerned about the rising costs of education, the College has given the most serious consideration to matters of its required cash flow - both capital and operating.

It has rejected the concept of the one centralized Campus as being educationally untenable, damaging to the City, inflexible and expensive.

In the course of developing the concept of the "City as the Campus", and particularly in considering various locations, the College has considered the various options open to it respecting alternative forms of development Funding.

As a consequence of its analysis of the needs of the College in relation to the present and projected Funding situation, it has attempted to strike a balance between capital and annual operating financing in the development of physical facilities.

It will retain ownership of its Nassau Street facilities thus removing any demands for replacement capital for these facilities, i.e. excess capital financing to replace these facilities over and above any recoupment value.

Capital financing will be required for additional restricted land purchase and new buildings at Casa Loma. The development plan at Casa Loma has been structured

to allow for a low unit cost of construction and for building to take place by a series of modular units to respond to a varying capital funding situation. Casa Loma will be no costly instantaneous educational monolith.

For both the Simcoe (Metro Centre) and Harbour City locations, the College will not require financing for land or structural shell. Instead, it will be in a leasehold position with leasehold rentals coming out of its enlarged operating budget. (It will, of course, require capital financing for furniture and fittings and equipment).

By these means the College has attempted to reduce its requests on the Province for initial and continuing heavy capital funding. The spreading of the financial load to embrace leasehold rentals will, it is hoped, enable the Province to meet rental charges by increases in the continued annual growth of the Provincial economy.

[ See Revised Version  
changes, p. 38 & new pp. 39-42 ]